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ABSTRACT

The writing performance standard descriptors in this paper support the sections of the English/Language Arts Content Standards adopted by the Alaska State Board of Education. It begins with listing competencies associated with speaking and writing well for a variety of purposes and audiences; and thinking logically and reflectively. It then presents, in chart form, proficient level descriptors for writing performance assessed in third, sixth, and eighth grades, and in the High School Qualifying Exam. (RS)

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WRITING PERFORMANCE STANDARDS PROFICIENT LEVEL DESCRIPTORS

RELATIONSHIP TO ALASKA CONTENT STANDARDS FOR ENGLISH / LANGUAGE ARTS

The CONTENT STANDARDS FOR ALASKA STUDENTS were adopted by the Alaska State Board of Education in 1994 and 1995. These performance standard proficient level descriptors for writing support the sections of the English/Language Arts Content Standards noted below. The Benchmark Assessments and High School Qualifying Examination will assess students' competencies on the performance standards.

A: A student should be able to speak and write well for a variety of purposes and audiences. A student who meets the content standard should:

1) Apply elements of effective writing and speaking: these elements include ideas, organization, vocabulary, sentence structure, and personal style.
2) In writing demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation.
4) Write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication.
5) Revise, edit, and publish the student's own writing as appropriate.
8) Evaluate the student's own speaking and writing and that of others using high standards.

D. A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information. A student who meets the content standard should:

1) develop a position by
   A) reflecting on personal experiences, prior knowledge, and new information;
   B) formulating and refining questions;
   C) identifying a variety of pertinent sources of information;
   D) analyzing and synthesizing information; and
   E) determining an author's purpose.
2) evaluate the validity, objectivity, reliability, and quality of information read, heard and seen.
3) give credit and cite references as appropriate.
4) explain and defend a position orally, in writing, and with visual aids as appropriate.

WRITING PERFORMANCE STANDARDS
PROFICIENT LEVEL DESCRIPTORS

Between ages 5-7, students: (To be assessed in 3rd Grade.)	**Between ages 8-10, students know and are able to do everything required at earlier ages and:** (To be assessed in 6th Grade.)	**Between ages 11-14, students know and are able to do everything required at earlier ages and:** (To be assessed in 8th Grade.)	**Between ages 15-18, students know and are able to do everything required at earlier ages and:** (High School Qualifying Exam)
W1.1a Write complete sentences with a subject and a predicate. W1.1b Write a paragraph with a topic sentence and supporting details. W1.1c Write short stories or compositions with a beginning, middle, and end.	W2.1 Write a well organized two-paragraph composition that addresses a single topic.	W3.1 Write a coherent composition that includes a thesis statement, supporting evidence, and a conclusion.	W4.1 Write a coherent composition with a thesis statement that is supported with evidence, well-developed paragraphs, transitions, and a conclusion.
W1.2 Write for a specific audience, including self, other children, parents, and other adults.	W2.2 Use a variety of fiction and non-fiction forms when writing for different audiences.	W3.2 Select and use appropriate forms of fiction and non-fiction to achieve different purposes when writing for different audiences.	W4.2 Demonstrate understanding of elements of discourse (purpose, speaker, audience, form) when completing expressive (creative, narrative, descriptive), persuasive, research-based, informational, or analytic writing assignments.
W1.3a Use a variety of simple sentence structures, and basic rules of punctuation and capitalization in written work. W1.1.3b Proofread writing for legibility, spelling, capitalization, and punctuation when producing final drafts.	W2.3a Use a variety of simple and complex sentence structures in written work. W1.2.3b Proofread and correct grammar, sentence structure, paragraph structure, punctuation, capitalization, spelling, and usage in finished written work.	W3.3 Use the conventions of standard English including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage in written work.	W4.3 Use the conventions of standard English independently and consistently including grammar, sentence structure, paragraph structure, punctuation, spelling, and usage.
1.4a Revise writing for detail and clarity. W1.4b Provide appropriate feedback to peers about written work.	W2.4a Revise writing to improve the logical progression of ideas and supporting information. W2.4b Revise own and others' work and provide appropriate feedback to peers based upon established criteria, to improve quality and effectiveness of writing.	W3.4a Revise writing to improve organization, word choice, paragraph development, and voice appropriate to the purpose. W3.4b Form and explain own standards or judgements of quality writing.	W4.4 Revise writing to improve style, word choice, sentence variety, and subtlety of meaning in relation to the purpose and audience.

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W1.5 List titles and authors of books and other materials when used as references in written work.	W2.5 Give credit for others' ideas, images, and information by citing information about sources, including title and author.	W3.5 List and document sources using a given format.	W4.5 Cite sources of information using a standard method of documentation.
	W2.6 Use resources such as computers, word processing software, dictionaries, and thesauruses to make choices when writing.	W3.6 Compose and edit a composition with a word processing program.	